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ABSTRACT

Project 410 goals are briefly stated: (1) to study the circumstances and identify the needs of older youth (ages 16-20) living away from home; (2) to recruit, certify and develop foster homes for older youth; and (3) to develop a referral system to make these homes available for placement of older youth. The background and development of standards for certification are described and a basic list of tangible criteria selected to insure minimum conformity with Aid to Families with Dependent Children (AFDC) regulations. These "critical determinants" are listed. The recruitment (of foster homes for older youth) process is elaborated, as well as the Project's 16-month certification and referral experiences. A series of foster parent seminars, developed on the basis of the certification requirements, is described. Finally, a limited study, undertaken to gain some information about home-finding and to compare Project 410 certified homes with homes which youths found themselves, reveals that (1) 8 of the 14 Ss found foster homes themselves; (2) 6 of these 8 were judged by social workers to be uncertifiable; and (3) other placements had to be found in 2 instances in order to continue AFDC-BH1 payments. (TL)

ED053405

REPORT ON USE OF SUPPLEMENTARY FUNDS

Project 410: Study Report #6

San Diego County
Department of Public Welfare

February, 1970

CG 006 547

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TABLE OF CONTENTS

		Page
I.	Introduction	1
	A. General Information	1
	B. Study Design	2
	C. Number of Requests	2
	D. Characteristics of Youth	2
II.	Use of Supplemental Funds	6
III.	Operational Implications	9

Appendices:

I. Department Bulletin #392

II. Schedule for Use of Supplementary Funds Survey

I. Introduction

A. General Information

Project 410 (Needs of Older Children Living Away from Home) is a federally funded demonstration project focusing on older youth (16-20) who are receiving AFDC and are in out-of-home care. There are three major areas of concentration:

1) study and report on the characteristics and needs of this population;
2) recruitment, certification and referral of foster homes for these youth;
3) provision of supplemental funds for special needs of this group of youth.

This report deals with this third aspect -- the use of Project funds to meet the special needs of older AFDC youth in out-of-home care.*

The availability of these funds was dealt with in a Department Bulletin in January 1969 and distributed to all District offices (see Appendix I). In addition, the Project Supervisor made contacts with District staff to publicize and encourage the use of these funds. The administrative procedures for requesting this money were made as simple as possible. Social workers were responsible for determining the appropriateness of the special needs through discussions with the youth and foster parents. Actual requests for funds were made by forwarding a memo to Project 410 with the required information. The decision to approve or disapprove the request was the responsibility of the Project Supervisor subject to review of the Chief of Special Programs.

There were no specific restrictions as to how these funds were to be utilized other than the necessity of a stated goal. The Department Bulletin indicated that the money could be used to:

> "purchase goods or services to implement or enhance educational/vocational plans, to help further avocational interests, to improve personal life adjustment or to subsidize other areas of functioning to enable youth to participate fully in school, family and community activities. A clearly defined goal for educational, economic or social improvement will be the basis for each request for funds."

In permitting this flexibility, it was assumed that a wide range of special needs would be represented. Thus this kind of experience would be useful in evaluating the kinds of needs of older

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* These are youth receiving social services from the Department of Public Welfare as distinguished from those AFDC youth supervised by the Probation Department.

youth in out-of home care and estimating the adequacy of the current assistance grant to satisfy these needs.

B. Study Design

This study was conducted during the months of August and September 1969. Data was collected by means of a questionnaire prepared to provide sufficient information to analyze and evaluate the use of Project funds during the first seven months of experience -- January through July, 1969. (See Appendix II -- interview questionnaire.) The questionnaire lists some basic identifying data on each youth including pertinent information detailing the youth's financial situation. Each individual request for funds is listed including whether the money was used for the purpose intended, if any significant problems occurred in using the funds and what kind of benefits, if any, accrued. Questions relating to money management experience were also asked. The information was obtained directly from the social workers who had made the requests. Two interviewers, Judy Marquette and Betsy Mitchum, Senior Social Workers, contacted all of these social workers and completed questionnaires in the District offices. Field data was collected from twenty-seven Department of Public Welfare social workers who had made requests for a total number of 36 youths. Some of these workers made requests for more than one youth in their own caseload.

C. Number of Requests

Altogether 60 requests for supplementary funds were made from January through July. Of the 60 requests, 55 were approved, 4 were disapproved and one cancelled. Sixteen youths received two or more grants. January, the initial month, proved to be the low month in number of requests. Only four were processed as the announcement regarding the availability of funds did not appear until late in the month. The high months were February with 12 requests and April with 14. Requests in the other months numbered between six and nine. Of the four disapprovals, three were for inappropriate use of funds and one youth was found to be ineligible.

D. Characteristics of Youth

Supplementary grants for females were three times more frequent than for males. Twenty-seven females and only nine males received funds. The predominance of requests for females tended to reflect the older populations of AFDC out-of-home older youth (females 64% vs males 36%).* The following table shows the number of individual youth requesting special funds during the seven month reporting period according to age grouping. For

* See Project #410, Study Report #1 -- A Social Survey of Older Youth in Out of Home Care: An Analysis of 237 Case Records.

purposes of comparison, the total breakdown of older AFDC youth in out-of-home care and supervised by Welfare social workers as of 4-1-69 is provided:

TABLE 1. NUMBER OF REQUESTS FOR PROJECT 410 SPECIAL FUNDS

Age of Youth	Number of Youth Receiving Special Funds	DPW Study Population
16	10 (28%)	18 (21%)
17	6 (17%)	25 (28%)
18	15 (41%)	29 (34%)
19	4 (11%)	11 (13%)
20	1 (3%)	3 (4%)
Total	36 (100%)	86 (100%)

The median age for requests is 18. The most requests were received for youth age 18.

In respect to ethnic background, the largest number of requests were for white youth -- 20 (56%). The following table indicates the breakdown by ethnic group.

TABLE 2. ETHNIC BREAKDOWN OF YOUTH REQUESTING SPECIAL FUNDS

Ethnic Background	Number of Youth Receiving Special Funds	DPW Study Population
White	20 (56%)	47 (55%)
Black	3 (8%)	9 (10%)
Brown	9 (25%)	16 (19%)
Other	4 (11%)*	14 (16%)
Total	36 (100%)	86 (100%)

These statistics would indicate that the requests essentially followed the ethnic background of the study population of older AFDC youth in respect to white and black. Mexican-American youth presented some variation, however.

Planning for special educational/vocational needs must be considered in relation to the income which the youth has available. Table No. 3 gives an indication of the total amount of money directly available to these youth from sources other than allowances. In all cases, the income was

* Two youth of mixed parentage, one Indian and one Filipino.

derived from earnings. Only five youths(14%) of the 36 could count on this kind of regular income to meet their ongoing personal expenses. Social Security benefits and absent parent contributions are also shown. These monies are diverted to reimburse the County for the cost of care unless they are being utilized at a particular point in time to meet an approved special need. In three cases, this additional income was being deposited in educational trust funds. For purposes of comparison, the income for the DPW Study Population is indicated in Table No. 3. This income does not include the foster home grant or allowances from foster parents. Thirty-eight youths (44%) of the DPW Study Population had no additional income.

TABLE 3. SUMMARY OF INCOME OF YOUTH REQUESTING SPECIAL FUNDS

	Youth Receiving Project Funds		DPW Study Population
Range of $ Amounts	Number with Earnings	Number with Soc. Sec. and/or Absent Parent Contribs.	Income from all Sources (Earnings, Soc. Sec., Absent Parent Contribs.
0 - 10	0	1	3
11 - 20	1	4	5
21 - 40	3	3	7
41 - 60	0	2	7
61+	0	0	16
Unk.	1	0	10
Total	5	10	48

Four youths had educational trust funds in effect at the time their requests for special funds were made. The following table summarizes the status of their trust funds:

TABLE 4. DESCRIPTION OF EDUCATIONAL TRUST FUNDS OF YOUTH REQUESTING SPECIAL FUNDS

Case #	Monthly Deposits	Source	Total Amount Deposited	Youth's Educational Level
1	-0-	--	$600	10
2	$21	Social Security	Unknown	9
3	$30	Absent parent contributions	$100	13
4	$61	Social Security	$500	12

In three of the four cases, the original stated purpose for the trust funds was to meet educational expenses. In Case #1, the amount deposited ($600) represents a lump sum payment which cannot be utilized until the youth becomes 18. No purpose was

indicated by the worker for this fund. In Case #2, the worker stated that the youth was a poor student and that the funds may be used for "vocational needs." In Case #3, the worker stated that subsequent to the request absent parent contributions ceased, and the educational fund was being used for car payments to insure transportation to Junior College. In Case #4, this youth was going to boarding school where she worked to defray her room, board and tuition. The educational trust fund is planned to support her goal to become a teacher. In Cases #1, #2 and #4, there is no indication that these funds have been utilized at the time of the inquiry.

In addition to the sources of income described above, a number of youth receive allowances from the foster parents. It is difficult to obtain precise information on this resource because the allowance is not usually provided in a regular, prescribed manner. No data is available for the total DPW Study Population. The following table indicates how many of the 36 youths who requested project funds receive some form of allowance:

TABLE 5. NUMBER OF YOUTH RECEIVING ALLOWANCES

Allowance	Number of Youth
Receive each month	22 (61%)
Don't receive	9 (25%)
Unknown	3 (8%)
Own payee	2 (6%)
Total	36 (100%)

Of the youth who received allowances, the majority 14 (39%) tended to receive allowance money sporadically according to their needs at any particular time. No information is available on what percentage of the individual youth's personal needs are met by allowances. The social workers' responses, however, indicate that foster parents deal with this problem idiosyncratically - some being more generous than others. Eight youths receive a fairly stable allowance. These amounts range from $12 to $65 with five youths clustering between $20 and $30 per month. In two cases, the youths are their own payee and spend most of their grant for board and room.

These youth were all attending school. Twenty-six youths (72%) were in high school, seven (19%) in college or vocational training, and for three youths (9%) the grade level was undetermined. The breakdown is as follows:

TABLE 6. EDUCATIONAL LEVEL OF YOUTH RECEIVING SPECIAL FUNDS

Grade	Number of Youth	DPW Study Population
9 and lower	2 (6%)	12 (14%)
10	6 (17%)	14 (16%)
11	5 (14%)	15 (17%)
12	13 (36%)	31 (36%)
College or Vocational	7 (19%)	11 (13%)
Undetermined	3 (8%)	3 (4%)
Total	36 (100%)	86 (100%)

In terms of school achievement, the workers rate 16 youths (44%) as good, 12 (33%) as fair, four (11%) as poor and in four cases they could offer no opinion. The educational plans for these youth varied. Four plan to complete high school, 13 want to go on to junior college or vocational training, eight have plans to get a college degree and two want to continue on to graduate work. Regarding the rest, four plan to drop out, four are undecided and in one case the worker did not know. The vocational planning of this group was diversified. Some youth had high goals including five youths who are interested in teaching, one a doctor, one a nuclear physicist, one a writer, one an artist and two actresses. Five wish to work in the secretarial-clerical field and four as beauticians. Five are undecided, two have no plans, and in two instances the worker does not know the plan. The remaining youth have miscellaneous vocational plans.

II. Use of Supplemental Funds

Sixty requests for Project special funds were received during the seven months period. Fifty-five were approved, four were disapproved and one request was cancelled. The 55 requests for 36 youths totalled $4,577.20. The table below indicates the amount spent monthly:

TABLE 7. MONTHLY EXPENDITURES OF PROJECT 410 SPECIAL FUNDS

Month	Amount
January	$ 142.20
February	329.66
March	461.55
April	1,271.09
May	703.75
June	986.95
July	682.00
Total	$4,577.20

The total figure has been broken down and the individual requests grouped under general purpose areas for the use of the funds.

The following table summarizes this information:

TABLE 8. BREAKDOWN OF SPECIAL FUNDS ACCORDING TO PURPOSE

Purpose	Amount
Educational	$2,200.30
Vocational	1,144.00
Physical and Social Development	1,232.90
Total	$4,577.20

These general areas include requests for a variety of needs such as: transportation, clothing, books, vocational equipment, recreation, senior class activities, artistic training, personal needs, etc.

Each request was for a specific purpose. In 49 of the requests, the funds were utilized for the purpose authorized. Workers reported, however, that in five of these cases, part of the money was diverted to an unauthorized purpose. In two instances, the total amount was not used as authorized, and in four other cases the workers did not know how the money was utilized. In the majority of cases, social workers planned with the youth and the foster parents for the special need, and the funds were spent as authorized.

Generally the use of these funds created no special problems. Out of 55 approved requests only eight involved some difficulties. These difficulties included such problems as the worker forgetting to authorize an ongoing amount each month, the intended use for the money becoming no longer appropriate and the inconvenience of the delay between the fund request and the arrival of the check. In most instances, the request for funds and the purchase of the special need items were handled smoothly.

In respect to money management experience, the workers state that in over 50% of the cases there were positive benefits for the youth. A few of the youth already were deemed to have adequate money management skills, but for 28 youths the opportunity to plan for a purchase and handle the money themselves was felt to be beneficial. In 19 requests, the worker felt that no positive money management advantages were gained. In those instances where some benefits were noted, workers stated that the youth learned to budget a fixed amount of money for their needs, to shop for the best possible purchase and generally learn to take some responsibility for themselves.

The workers were asked who the youth relied upon for help or counseling in respect to budgeting problems. The tendency is for the youth to discuss these matters with either the foster parents or the social worker or both.

The foster parents are referred to most frequently, however. In respect to the budgetary aspects of the request for Project funds, the youth discussed their plans more frequently with the social workers. It appears that ongoing money management tends to be discussed more often with the foster parents while special needs are discussed with the social worker.

No major changes in respect to the youth's financial planning have been noted as a result of using Project funds thus far. In a few instances, jobs have been made possible through the use of Project funds primarily for transportation. It is possible that some changes or effects cannot be measured over the short term such as a greater awareness of the need for financial planning and budgeting.

A substantial number of these youth (17; 47%) have financial and economic needs that are not being met by current income. The workers state that 12 youths (33%) have no unmet needs, and in seven cases the workers don't know if there are unmet economic needs. The identified needs are divided almost equally among: spending money, school expenses, transportation, clothing and miscellaneous. In some cases, more than one need was mentioned. The workers indicated that youth placed in households on a lower socio-economic level often had more unmet needs. This appears to indicate that in these homes a greater portion of the foster home grant is needed to meet ongoing basic expenses such as room, board, clothing, etc., and extra money is not available for additional needs.

Social workers did note a number of other effects which they felt were induced by the use of Project funds. Mentioned specifically were improvements in such areas as: independence, attitude or self-image, physical appearances, peer-group relations and rapport with social worker. More tangible effects related to providing the financial support to continue schooling and pursue employment or vocational plans. A case in point is a girl who wanted to go to beauty school to realize a career goal but did not have the money necessary for uniforms and equipment. Project 410 met this need and enabled this youth to prepare for independence.

Specifically in respect to self-image, workers believe that a significant number (19; 53%) of the youth have an improved self-image as a result of using the special funds. In addition, 15 youths were identified as feeling less emotionally or socially deprived. Other attributes, including improved peer relationships and more social confidence, were associated with a less deprived image. One youth evidenced musical talent and through Project funds was able to begin piano lessons. In this particular case, the worker reports that a fortuitous side benefit is a great improvement in the girl's self-esteem.

Project special funds have affected the youth's educational-vocational goals positively in one-half of the cases according to the social workers. No tangible effects were reported in the other 50%.

(It should be noted, however, that funds allocated for purposes of physical and social development also contribute in an important way toward the achievement of educational/vocational goals in terms of improving the youth's personal and social functioning.) Implementation of educational and vocational plans entails additional financial need. An example of this is a full orphan who received a scholarship to Stanford. This did not cover his miscellaneous expenses, however. Project special funds were utilized for this need. This kind of support hopefully will relieve some of the financial burden and enable him to concentrate on his career in nuclear physics.

Asked to make suggestions regarding the issuance of Project supplementary funds 25 social workers gave no opinion. The others offered a variety of comments mostly focusing on ways to liberalize the program, ways to insure the money is utilized properly and ways to improve the administrative aspects of the program.

III. Operational Implications

Project 410 supplementary funds have been able to meet a wide range of special needs for older youth that ordinarily would not be covered by the monthly foster home rate. This rate in San Diego County for teenagers is $105 per month. Generally this amount is intended to cover the foster parents' expenses for the needs of the youth in foster care including: room and board, clothing, personal needs, recreation and transportation. The amounts to be allocated to each of these needs are not spelled out specifically for the foster parents. Neither are there any guidelines in respect to an allowance for the youth. In the past special needs for these youth have been met when possible by County supplementary funds, by the foster parents or by income the youth may have had. These resources have not always been available to meet the youth's needs.

Social workers currently can plan more positively with older out-of-home youth because they know that funds are available for a variety of special needs. There are no restrictive limitations to the use of these funds except that they be used constructively and focused on an identified goal. The youth, foster parents and social worker are all involved in the planning for the special need.

For the most part the requests received through July have met the requirements of the Project, have been utilized as authorized and appear to be appropriate to the needs of the youth. Only four requests out of 60 were disapproved. Of these four, one youth was not in the specific AFDC population being studied and the other three requests were considered to be inappropriate uses for these funds. In addition, there were five cases where the money was not utilized as authorized. Generally this occurred because the original goal or plan for the money had become inappropriate or no longer valid. One request was cancelled. In summary, 91% of the requests approved were used appropriately.

The requests covered a wide range of special needs and goals or purposes. The purposes that were identified included: educational, vocational, improvement of self-image, recreational, improvement of peer relationships, development of artistic talent and marital plans. The actual items requested covered such things as: transportation, clothing, school activities and supplies, vocational tools or uniforms, cosmetic improvements and musical equipment. Although many of the needs requested fit into broad categories, they are idiosyncratic in nature and are not provided for under the basic foster home rate. In many cases they are needs that would not have been met except for the availability of Project 410 funds.

Special emphasis should be placed on educational and vocational needs. Approximately 73% of the requests related to specific needs in these areas. In a number of instances, the provision of these funds was crucial to participation in an educational or vocational plan. Examples of this include: books, tuition, fees, uniforms, transportation, etc. It is clear that educational plans and vocational training programs inherently require a number of initial and ongoing expenses. Dependent youth frequently do not have sources of income which can cover these expenses. In some cases, earnings or savings help to defray some of the costs. If a major goal is to help these youth become independent and self-sufficient, funds need to be available to meet expenses associated with educational and training plans.

Reaction from workers utilizing these funds has been positive to date. There were a few suggestions asking for clarification of administrative procedures, but no negative or critical comments. Workers also say that almost without exception the foster parent's attitude is favorable to providing these funds.

For the initial seven months period covered by this study, only a limited number of workers with older youth in placement have used this resource. The number of youth having actually benefitted from these funds numbers less than 50% of the study population of older AFDC youth in out-of-home care. There are a variety of reasons as to why more youth are not involved. Some of the cases are filled and have no service worker. Thus unless the youth or foster parent initiates a special request, no assessment is being made of the youth's special financial needs. Other cases are in caseloads where the social worker is not aware of the existence of supplementary funds. In other instances, the worker's motivation is important. It is interesting to note that only a small number of social workers made more than two requests, with one worker making over ten requests (one-third of the total number). Many other workers made only one request or did not use the funds at all. Evidently the issuance of general departmental policy plus meetings or direct contact with each district did not insure that all social workers were informed of the availability of special funds. But it seems clear that there also exists a lack of interest or motivation on the part of some workers or perhaps a lack of supervisory direction.

The use of these supplemental funds is consistent with the purpose of the AFDC program. It enables the older out-of-home AFDC youth to make a better personal and social adjustment and helps pave the way to independence and self-sufficiency. Workers state that a large percentage of youth receiving Project funds evidenced improvement in these areas. Mentioned specifically were improvements such as attitude, self-image, physical appearance, better interpersonal relationships and lessened feelings of social deprivation. Educational and vocational plans were made possible. The results thus far seem to support the conclusion that the availability of supplemental funds for older AFDC youth in foster care can have a positive practical effect on the youth's development.

Recommendations: Supplemental funds are necessary for older dependent youth in out-of-home care (AFDC-BHI) and should be available on request by social workers. The purpose of these funds is to help the youth prepare himself for independence and self-sufficiency. These goals, however, also depend on positive functioning in such areas as motivation, self-image and socialization. Special funds can frequently enable youth to improve in these areas. It is also recommended that AFDC-BHI cases involving older youth (16 - 20), where no service worker is assigned, be reviewed regularly to determine whether special needs exist.

The overall goal in respect to this population is to enhance the individual youth's potential for employment and independent functioning. One of the necessary resources needed to achieve this goal is the availability of supplemental funds to purchase goods and services.

ED053405

REPORT ON RECRUITMENT, CERTIFICATION, AND REFERRAL FOR PLACEMENT OF FOSTER HOMES FOR OLDER YOUTH

PROJECT #410: STUDY REPORT #7 (Final Report)

SAN DIEGO COUNTY
DEPARTMENT OF PUBLIC WELFARE

SEPTEMBER, 1970

CG 006 547

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TABLE OF CONTENTS

		Page
I.	Prologue	1
II.	Project Operations	2
III.	Certification Program	
	A. Background and Development of Standards	4
	B. Recruitment	6
	C. Operations	7
	D. Referral System	10
	E. Foster Parent Seminar	15
IV.	Brief Study of Placement Experience	
	A. Background and Study Design	17
	B. Characteristics of Youth	17
	C. Homefinding	18
	D. Summary	20
	Appendix: Certification Requirements	

I. Prologue

Segments of the report on Project #410 have been issued as the various aspects of the project were completed. The material attached represents a summary of general project activity as well as a summary of elements concerned with home finding and placement of AFDC youth, age 16-20, in family foster homes.

The total report, then, consists of:

Study Report #1: A Social Survey of Older Youth in Out-of-Home Care: An Analysis of 237 Case Records

Study Report #2: An Analysis of Social Characteristics and Needs of 51 Youth Living In Foster Homes

Study Report #3: An Analysis of Social Characteristics and Perceptions of 47 Foster Parents Providing Out-of-Home Care For Youth

Study Report #4: An Analysis of Perceptions of 31 Social Workers Responsible For Administering Out-of-Home Care For Youth

Study Report #5: Special Report On Older Youth In Group Care

Study Report #6: Report On Use of Supplementary Funds

Study Report #7: Report On Recruitment, Certification, and Referral For Placement of Foster Homes For Older Youth

Through this project the local department and community have benefited in a number of ways. Probably the most important, from both program planning and service viewpoints, is the considera' e knowledge gained concerning welfare-served AFDC youth living out of their own homes. Contrary to theories of adolescent emancipation, these 16-20 year-olds are seen by themselves and others as having their needs met best in a family environment. It is also clear that both youth and foster family see the agency worker's role in terms of economic support rather than in other social or psychological areas. The third important point of information has to do with finding foster homes. While the homes recruited and certified were undoubtedly useful to the social workers for certain youth, the demand for homes was never such as to require active recruitment efforts nor following up on the interest of foster families after an independently-placed youth left. After more than nine months' formal and informal communication by project staff with placing workers concerning availability of the certified homes, the brief study of

placement experience showed that less than half of the youth moving into AFDC placement that month used agency help in finding a home. The fourth area, documented through the use of funds to meet educational/vocational needs, suggested that establishment of foster care rates based primarily on food, shelter, and clothing is not consistent with preparation for social and economic independence of youth in late adolescence.

The findings from this project have been made available to all the county welfare departments in California as well as to local departmental staff and community groups. Hopefully people will be stimulated to further study and activity from the material assembled. With the ending of the project on June 30, 1970, the thirteen certified homes became a part of the pool of foster homes available to district placing staff through a central coordinating staff. Families newly indicating an interest in caring for older youth will be referred to the placement unit in their district office for discussion with a worker there. Any action on rate structure for this small group of children is submerged under the overwhelming pressures of over-all state and local financing problems.

An unanticipated problem of overwhelming size and complexity continuously sifted up to the surface as project staff became involved with the needs of youth age 16-20 living away from home. Both formal and informal contacts identified considerable numbers of these young people eligible for AFDC in terms of deprivation and need, and clearly not prepared to provide adequately for themselves on an independent basis. But the youth did not wish to live with natural parents or foster parents. The legal and social problems in trying to plan help seem manifold. But the major impediment to considering a useful program is the absolute lack of any ongoing financial resource for maintenance and support services until the youth can achieve social and economic independence. Thus the project gave clues for action in some areas but exposed to view more clearly still further unmet need.

II. Project Operations

Project 410 is a federally funded demonstration project initiated to study the "Needs of Older Children Living Away From Home." The specific population studied comprises youth 16-20 in unlicensed foster care and receiving financial assistance under the welfare program - Aid to Families with Dependent Children (AFDC-BHI). The study population was limited to only those youth directly supervised by Welfare Department social workers.*

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* This stipulation excludes those youth 16-20 receiving AFDC-BHI but under the supervision of the Probation Department.

The major goals as stated in the original project narration include:

a) study the circumstances and identify the needs of this population of youth;

b) recruit, certify, and develop foster homes for older youth;

c) develop a referral system to make these homes available for placement of older youth.

The major study reports have already been prepared in respect to the needs and circumstances of this particular population of youth. These reports were completed in September, 1969. (See Project 410 Study Reports 1-5.) An additional study was undertaken to summarize the experience in respect to the use of Project special funds for the youth's educational, vocational and social needs not covered under the regular foster care allowance. (See Study Report #6.)

The Project began operation in September, 1968, and was fully staffed in early October. The staff consisted of the Project Supervisor (MSW), one social worker and a clerk-typist. Additional assistance was obtained during the period of data collection and report writing when the major study reports were being formulated. Professional consultation was provided by Professor Norris Class, School of Social Work, University of Southern California. Ewan Macintyre, doctoral student at USC, also provided technical consultation in the area of research.

The Project Supervisor received a promotion in February, 1970, and moved into an administrative capacity in another agency program. Supervision of the Social Worker MSW continued, however, until Project activities terminated on 6-30-70.

A great deal of time and input was devoted to planning, discussion, and a review of the literature during the first few months of the Project's existence. Basic administrative and operational procedures were developed from the broad guidelines of the Project Narration. Plans for implementation were developed in each area of Project activity. One of the first steps was to identify the target population of older AFDC-BHI youth and develop the means to monitor this population on a month to month basis. Computer print-outs were obtained and basic file cards were developed for this purpose. More knowledge was needed in many areas of foster care activity. To this end, an extensive bibliography was developed and summary reports prepared on significant articles.

Methods of integrating Project 410 activities into the working of the entire agency's operation were developed. Lines of communication and reporting procedures were established with agency administration, SDSW, and the community. Planning began shortly after the beginning of the Project to establish two Project special committees with participation from various segments of welfare department staff as well as from community agencies. One committee was constituted to be the main Project Advisory Committee. Representation was solicited from the key agencies having an interest in teenage youth living out of their own homes. This committee advised on all areas of Project 410 activity. A Standards Committee was also established to advise Project staff in the development of standards for use in certification of foster homes. This committee consisted of agency and community social workers having particular experience in the area of foster home care and licensing.

III. Certification Program

A. Background and Development of Standards

Recruitment, certification, and referral of foster homes have been major areas of Project 410 activity. The impetus for this component of the Project derived from district child welfare workers requesting assistance in locating foster homes for teenage youth needing out-of-home placement. Past experience had suggested that adequate substitute parents for older youth are difficult to recruit. Prior to Project 410, agency resources were minimal for workers needing foster homes for youth age 16 and above. It was felt, therefore, that a demonstration could be valuable in determining whether it is feasible to recruit foster parents and qualify them to care for older, dependent youth by means of a certification process.* Furthermore, it would be possible to count systematically the number of requests coming to a central point for foster home placements for this population of youth. Thus the agency would be in a position to evaluate its need for "certified" foster homes.

The California Welfare and Institutions Code requires that foster homes caring for youth under the age of 16 be licensed. No licensing provisions are applicable for independent foster care of youth over 15, however. The SDSW Eligibility and Assistance Standards Manual as well as the Social Service Standards Manual stipulate that non-related homes caring for youth beyond the age of licensure shall meet the "physical, social, and psychological needs of the youth." (Sections 44-323.12 and 30-317) It may be noted that the act of licensing lifts a prohibition against individuals from caring for children in their own homes. No such prohibition exists for older youth.

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* The State of California requires licensure of family foster homes providing care up to but not including age 16.

Licensing is a preventive service and affords a minimum protection to the user of the service to insure basic safety and well-being of vulnerable persons such as youth. The development of a certification program has had the same goal. It was felt that through the application of positive sanctions, i. e., department approval of the foster home through the review of a number of objective and subjective criteria and the subsequent issuance of a certifying letter, that at least minimum standards of protection could be guaranteed to the users and the community. Such a program, however, does not provide for the negative sanction to prevent individuals from caring for older youth in their homes since the licensing requirement does not extend to the older youth population.

With one exception, certification was only attempted with new prospective foster parents who had no prior official relationship with the agency. The certification program is voluntary. The agency cannot prohibit individuals from caring for foster youth on the basis that the home is not certified. On a pilot basis, however, prospective foster parents were asked to have their homes certified for care of older youth. The foster parents were thus assured of the agency's investigation and approval of their homes as being suitable for caring for youth. Certification also assured the foster parents of being included on a roster of certified homes that were referred to placement workers requesting foster homes.

The development of appropriate standards was a lengthy process. Suggestions were received which ranged from utilizing the same standards that apply to younger children to a total relaxation of any formal standards. The latter is not possible, however, due to the stipulation in the SDSW Manual in respect to AFDC-BHI cases. The former suggestion did not seem realistic due to the age level of the target population of youth.

Plans were formulated for a meeting with SDSW staff particularly focused on the question of standard setting and the certification process. This meeting was held in November, 1968. Subsequent meetings were held in December and in February, 1969. During these meetings the question of strict adherence to the same licensing requirements as those established for children under 16 came under discussion. The concept of "substantial conformity" was mentioned as a possibility due to the need for much greater flexibility with older youth. Certain standards, however, could be identified as "critical determinants" that perhaps needed to be present in any set of standards for foster care. These and other concepts were discussed and served as background material for Standards Committee meetings and policy formulation.

The certification requirements were subsequently drawn up as a result of the committee's deliberations, a careful review of the literature, and consultation with SDSW and Professor Class. The compromise reached provides for substantial conformity with the current licensing requirements. (See Appendix - Certification Requirements.) A basic list of tangible criteria was selected to insure minimum conformity with AFDC regulations. These "critical determinants" are listed below:

1. Application Forms supplying certain basic social data
2. References
3. Basic health, fire and safety regulations
4. CII Clearance
5. Health examination when appropriate
6. Home physically adequate
7. Discipline
8. Nutrition
9. Religion
10. Relationship with agency
11. Visitation by natural parents
12. Participation in training

It was felt that these criteria, if checked through positively, will form an effective framework on which to base certification.

In addition, a number of subjective, value-oriented elements were included in the foster family contacts to broaden the scope of the agency's evaluative base. These elements were based on concepts conducive to socialization, realization of potential, educational/vocational plans, etc. They provide the guidelines from which to identify the foster parents' competence, flexibility and concern in a number of areas significant for young people.

B. Recruitment

Recruitment of new foster parents did not require as much project time as anticipated. It soon became apparent that referrals sufficient to meet placing workers' requests were being received without formal recruitment efforts such as speeches.

The following table indicates the sources of referrals for prospective foster parents and the number of certifications in each category:

Table # 1: Referrals for Screening

Source of Referral	# Referrals	Certifications
DPW Foster Home Licensing	24 (30%)	3 (19%)
DPW Service Workers	34 (42%)	9 (56%)
Probation Department	2 (2½%)	0
Self-referrals	13 (16%)	3 (19%)
Foster Parents	6 (7%)	1 (6%)
Other Community Agencies	2 (2½%)	0
TOTAL	81 (100%)	16 (100%)

The referrals received from the DPW Foster Home Licensing Section included those foster care applicants who either specifically requested to care for teenagers or were not considered licensable for younger children. In addition, 13 prospective foster parents contacted Project 410 directly after hearing of the project through friends who were foster parents, social workers, or other informed people. The largest percentage of referrals and eventual certifications came from DPW service workers. These resulted from contacts with former and current foster parents, newspaper advertisements placed in local papers advertising for foster parents for specific older youth, and a variety of other contacts. Newspaper advertisements proved especially effective although many poor prospects also responded to these ads, so that all responses needed to be screened carefully. Certified foster parents made six referrals. Limited recruitment efforts were attempted by the project social worker with local churches, particularly in the minority community without success.

A significant potential resource which was not explored during the project are the unlicensed foster parents already caring for older foster youth. When a particular youth leaves a home perhaps the family might remain interested and available to receive another foster placement. Or perhaps the family might be able to accept other youth in addition to the one(s) currently in care. This possibility was not explored because placement requests were adequately met.

C. Operations

1. Certification Process

All initial contacts were handled by the social worker on the telephone to explore the family's interest in relation to agency's needs. Each family wishing to proceed further was required to complete the necessary application forms and to supply three adequate references. When those forms were submitted the foster parents were required to have their fingerprints taken in order to

initiate a CII clearance. An office visit was scheduled in order to explore the foster parents' qualifications and motivation for wishing to care for older youth as well as to describe the program. Subsequently a home call was scheduled to continue the discussion with the foster family and to evaluate the physical environment. Through these discussions and from a physical investigation the social worker made a determination whether more current health information was necessary and whether a further evaluation from health, fire or safety agencies was needed. The prospective foster parents were questioned in regard to their approach to discipline, their feelings on religious freedom, and their knowledge and practices regarding nutrition. The foster parents were expected to agree to reasonable visitation by the natural parents, to cooperate with and respect the agency's role in supervision of foster child placement and to participate in training activities arranged by the agency.

In addition to these tangible areas, other requirements were discussed and evaluated in individual situations. These related particularly to the foster parents' maturity and awareness of parenting responsibilities and goals, and to their concern and interest in helping foster youth meet their needs and develop their potential.

After these contacts, the social worker prepared a written summary evaluating the home in terms of the critical determinants and the prospective foster parents' potential to fulfill the other more subjective criteria. This summary was forwarded to the supervisor when the additional information, i.e., references, criminal clearance, health, fire or safety reports, was available. The total case was reviewed by the supervisor and either certified or denied. If certifiable, an appropriate letter of certification was sent to the foster parents and their home was added to the list of available certified homes for older youth. This home was then considered when requests for placement were received from district placement workers.

2. Certification Experience

The certification program officially was operational in July, 1969. A Department Bulletin was issued which described the new foster care resource and indicated to district placement workers the procedure to follow to request a certified foster home. At this point three homes had been certified. One year later, at the termination of the project, a total of 16 homes had been certified. Three additional homes were in the final stages of certification and two others were being processed as the project terminated. The following table summarizes the 16 months certification experience:

Table # 2: Certification Activity From March, 1969, through June, 1970

Referrals for screening	81
No applications filed	53
Applications filed	23
Certifications	16
Applications denied	2
Applications withdrawn	5
Applications pending 6-30-70	5
Certified Foster Homes	16
Certifications withdrawn	3
Certified Foster Homes active 6-30-70	13

The number of referrals for screening noted in the table does not give a true indication of the number of calls received which did not directly ask for certification but which were related to foster parenting with older youth. The certification process, in one sense, served as a self-screening device providing applicants the opportunity to review their personal situations in terms of the particular areas being discussed and investigated. An example of an applicant who withdrew her application concerns a recently divorced mother with two children who was able to review her situation realistically during the screening process and who decided to apply for certification later when her personal life became more stabilized.

Two families were denied certification for failing to meet minimum standards. One example concerns a large family, very religious and ostensibly functioning very well. On further investigation, however, it became apparent that the mother was a very controlling, domineering influence in the home, that very restrictive rules prevailed and the flexibility and understanding necessary for dealing with foster youth were not present.

Three certified homes requested that their certification be withdrawn. One home had received a number of placements and was termed very satisfactory by placement workers. This family decided to adopt children and consequently did not wish to continue as foster parents. Another couple was older and finally decided that they would not be able to handle teenagers. The third withdrawal, a single woman with a great deal of experience with youth, made other plans and was boarding special referrals of handicapped youth on a private basis.

The other 13 homes are still functioning and continue to care for foster youth and be referred for new placements. Five homes were in the process of certification on June 30, 1970.

It is interesting to note that the median age for these foster parents is near 50, and there are no certified parents below 30. The following table illustrates the age range:

Table # 3: Age Range of Certified Foster Parents

	Under 30	30-39	40-49	50-59	60 and over
# of Certified Parents	0	6	9	8	2

In this group, there are six single women and one single man. The single man is a widower in his sixties who cares for as many as three boys at one time. The remaining parents are couples, some of whom have families of their own.

After carefully reviewing the "critical determinants" during the certification process, the major concern has been to obtain individuals who demonstrated maturity, awareness and a genuine concern for young people. Some certified foster parents feel that the certification process is superior to the present licensing system because in the former more emphasis is placed on the emotional and parental characteristics of the prospective foster parents. Some of this feeling may have developed because some of the certified foster parents had applied for a license but could not meet standards for care of younger children--for example, lived in a two-story house without upper-story outside exits. They also felt that the certification system was good because of the foster parent group sessions which gave them the opportunity to become better acquainted with the agency and also with social workers. The workers themselves are pleased to have a resource of certified homes as it can save them much time and effort in homefinding, and, in addition, the certified foster parents are more familiar with the agency and the procedures.

D. Referral System

1. Operational Structure

The first project foster home was certified in March, 1969. Appropriate administrative forms were developed to handle requests and implement the referral system. Requests for placement were received from placement workers beginning in March and the first placement was made during April. Two additional homes were certified in that month. A Department Bulletin was issued in July formally announcing that certified foster homes for older youth could be requested through Project 410. No additional homes were officially certified until September. This was due to lengthy delays in receiving CII clearances from the state agency.

The project social worker was responsible for receiving and screening all placement requests coming from social workers stationed in six

district offices. If the request was an appropriate one, certified foster home folders containing information obtained through the certification process and from subsequent foster care experience were forwarded to the placement worker. The particular homes referre were selected by the project worker with regard to geographical preference and the youth's general behavioral patterns. Referrals were accepted only for those youth meeting the definition of the project's study population, i.e., between 16 and 20 and eligible for AFDC. Youth meeting these criteria but supervised by the Probation Department continued to be placed through the Probation Department foster home recruiter.

2. Referral Experience

The referral experience continued for 16 months from March, 1969, through June, 1970. During the initial months the number of requests was limited. This can probably be attributed to a lack of knowledge about and experience with this new resource. Moreover, requests for placement that were received were difficult to handle because insufficient homes were available to meet the variety of situations and needs which came to the agency's attention. A major factor which made placement difficult was geographical preference. In one particular instance, a foster youth ran away from a certified home of which he had no complaints in order to return to his neighborhood, high school, and friends. As more homes became certified, a greater selection was possible to meet the needs of placement workers.

Following is a summary of total referral and placement activity broken down to indicate sex and ethnicity:

Table # 4: Requests, Referrals, and Placements
By Sex and Ethnicity March 1969 - June 1970

	Requests		Referrals		Placements	
Sex	M	F	M	F	M	F
Ethnicity:						
Caucasian	23	65	11	33	4	18
Negro	0	10	0	6	0	3
Mexican-American	13	11	7	5	3	3
Unknown	4	3	0	0	0	0
Totals by Sex	40	39	18	44	7	24
Overall Total	129		62		31	

Approximately one half of the requests for placement were referred to specific certified homes and one half of those youth referred were actually placed in Project 410 homes. Therefore, 25% of the

requests for placement were able to be met with Project 410 homes. There are a number of reasons why certified homes were not referred in response to every request:

a) youth not receiving AFDC

b) youth under 16

c) other plans superseded placement in project home

d) no appropriate certified home available

e) placement worker did not follow through after original inquiry

Placement workers frequently contacted Project 410 with tentative requests to explore the possibilities of placement. Often this type of request did not extend beyond the initial contact, and no homes were referred for consideration. Certified homes that were referred often were not utilized because either the youth or the placement worker decided the home was not suitable for that individual. Frequently, also, plans evolved as the youth's circumstances changed and the foster home was not needed.

In terms of numbers, the most success was achieved placing girls. More than 50% of the girls referred were placed. This also related to the fact that many more certified parents requested girls than boys. Fewer requests were made to place boys. Less than 50% of the requests and referrals and less than one third of the placements were boys.

No unusual difficulty was experienced placing minority group youth. 50% of the Negro and Mexican-American youth referred to certified homes were placed. This follows the overall trend of 50% of those referred to Project 410 homes receiving placements. No requests were received for Negro boys.

The following table summarizes the referral activity on a monthly basis:

Table # 5: Monthly Referral Experience

Month	Placement Requests	Referred	Placed
1969			
March	5	1	0
April	3	2	1
May	3	2	0
June	5	3	0
July	4	2	2
August	11	3	1
September	3	3	2
October	9	6	2
November	7	3	2
December	9	6	2
1970			
January	15	9	2
February	13	5	6
March	14	9	5
April	5	3	4
May	11	4	1
June	7	1	1
Totals	129	62	31

These statistics describe the level of monthly activity in terms of requests, referrals, and placements. For the 12-month period following the issuance of the Department Bulletin, the project averaged more than 9 requests per month. In some geographical areas, especially in the north county, workers became discouraged from making requests due to the unavailability of certified homes in that particular geographical area. Another difficulty in utilizing this resource most effectively related to the ongoing task of reminding the workers periodically of the existence and availability of the resource. A resource that is not needed frequently because of a limited volume of placement cases involving older youth can easily be forgotten by district staff or not be familiar to new workers. In the span of a little over one year, 31 youths were placed in certified homes and substantial assistance was rendered to placement workers in terms of alleviating the time consuming task of searching for foster homes.

3. Utilization of Certified Homes

The allocation of project homes required a number of important considerations. Certain basic information about the youth to be placed had to be obtained. This was important in terms of knowing

such factors as age, sex, race, level of education, and geographical preference in order to select and refer those homes which could be considered as the best possibilities for placement for a particular youth. District placement workers in attempting to select the most appropriate homes frequently would question the project social worker about more subjective areas, e.g., how the foster parents could handle a particular pattern of behavior. In many instances, it was possible to provide substantive information from the project's experience with previous placements in a given home and from the foster parents' participation in the group seminar. This kind of feedback proved useful in trying to match a youth requiring placement with the environment that could best meet his needs.

The following table provides an overview of the utilization of certified homes for the 16 months period--March, 1969, through June, 1970:

Table # 6: Utilization of Certified Homes
March, 1969 - June, 1970

Foster Home	Certified Spaces	Sex	Days Available	Days Utilized	Utilization Rate	Total # of Youth Using Home
1	2	F	930	475	51%	3
2	2	F	782	-0-	-0-	0
3	2	F	574	258	45%	2
4	2	F	552	280	51%	4
5	1	M	228	-0-	-0-	0
6	2	F	578	367	64%	4
7	3	M	819	528	64%	5
8	1	F	273	126	46%	1
9	1	M	212	73	34%	1
10	2	F	398	253	64%	3
11	1	F	150	113	75%	2
12	1	M/F	143	-0-	-0-	0
13	2	F	282	241	85%	3
14	1	M/F	128	69	54%	2
15	1	F	91	63	69%	1
16	4	F	176	88	50%	2*

* Placed prior to certification and not referred by Project 410.

This table describes each certified home in terms of how many youth they are certified for, the sex, the rate of utilization, and the number of placements actually made. The utilization rate is based on the number of spaces available times the number of days certified. Homes 2, 3, and 5 withdrew their certification before June, 1970. Home 12 has received no placements to date. Of the 13 homes that have retained their certification, three homes, 8, 9, and 12, have not achieved at least 50% utilization. Home 8 was not filled during

most of the first five months of its certification but has had a continuous placement for the last four months. Home 9 has had one placement, and Home 12 has had no placements in over four months of certification.

Vacancies continue to exist, and, although requests are made, it has not been possible to utilize each home fully. There are very few foster parents available who are capable of or willing to cope with all types of adolescent behavior. Many of these youth are difficult to place and require a specialized foster care setting. Also foster parents have their preferences regarding many factors such as sex, age, race, intelligence, personality, etc. These factors come into play during the placement process when the prospective foster parents are scrutinizing the youth to be placed as intently as the youth and placement worker are evaluating the foster parents. In addition, foster parents often want some time to themselves between placements. It may not be possible, therefore, to judge the effectiveness of a certification program by the rate of utilization.

In an effort to provide resources in addition to certified homes, the project social worker developed a list of other out-of-home living resources in the community. This list includes a description of each living arrangement including cost, services provided, and other pertinent information.

E. Foster Parent Seminars

1. Background

One of the certification requirements that received strong support during the formulation of standards related to training of newly certified parents. The requirement states that the ". . . foster parent participates, as far as is reasonably possible, in professional consultations and training meetings that the agency feels would benefit the foster parent and youth." This particular requirement was put into effect on an experimental basis during the project's last six months of operation.

There were a number of reasons why initiating these group training meetings was felt to be a worthwhile effort:

a) to reinforce with the new foster parents the agency's support for their commitment and to underline the importance and complexity of their task;

b) to help develop an awareness of the kinds of problems foster youth and teenagers present;

c) to provide training information and discussion opportunities to help develop constructive approaches to these problems;

d) to describe in an organized way the framework of agency and community resources that exist and can be utilized when appropriate;

e) to explain more thoroughly agency structure and operations and how the foster home program fits into the total scheme.

2. Operational Structure

Certified foster parents were requested to attend at least five of six scheduled training seminars. It was felt that weekly meetings would provide better continuity and would allow foster parents to establish a more regular schedule assuring better attendance. A choice of daytime or evening meeting times was offered to foster parents. Only a few chose the daytime session, and this soon was discontinued for lack of attendance. The evening session experienced consistently good attendance. An important factor in assuring the high rate of attendance was having the secretary phone each participant the day before the meeting reminding them of the date and time and letting them know that their participation was important.

Each meeting was semi-structured to allow for a period where the social worker could provide a certain amount of instructional material, and a period for the group to react to this information. The discussion could then develop along the lines most meeting the needs of the group. The participants were initially provided with course outlines and periodically received copies of articles that were pertinent to the subject under discussion. The sessions covered a number of subject areas including the following: explanation of the certification program and how it is integrated into the total welfare agency program; the purpose of the training program; why foster homes are necessary; the role of agency social workers in relation to the foster home program; the question of relationships between foster parents/youth and/natural parents/and agency; problem solving in relation to areas of concern with older youth. Ample time was permitted the foster parents to discuss each subject and bring up questions and problems they were experiencing in relation to these areas. Outlines of the previous meeting were passed out to provide continuity, to review unanswered questions and to reinforce significant points.

3. Summary

In terms of attendance, the meetings were successful. Ninety percent (90%) of those asked to attend came on a regular basis for at least five out of the six sessions. After this initial session, the foster parents requested that the weekly meetings continue. The group was active for a total period of four months and terminated

at the end of the project. Attendance remained at 60% during the voluntary period. Newly certified parents were introduced into the group at intervals.

One of the important by-products has been the enthusiasm and interest generated by these meetings. Emphasis was placed on getting the foster fathers participation, and they responded by attending regularly and being active in the group discussions. Scheduling evening meetings facilitated their attendance. In addition, the commitment of the certified foster parents attending the meetings has motivated them to establish a Foster Parents Association.

IV. Brief Study of Placement Experience

A. Background and Study Design

A limited study was undertaken to gain some information about home-finding and to compare in an impressionistic sense Project 410 certified homes with homes the youth found themselves. All new AFDC-BHI cases involving youth (16-20) added in the last quarter of 1969 were checked. Cases where the youth were in institutions, group homes, or were supervised by the Probation Department were excluded. This left 21 cases where the youth were receiving AFDC in foster care and supervised by a Department of Public Welfare social worker. A two-thirds sample (14 cases) was randomly selected. In each of the 14 cases, the social worker was interviewed and the case reviewed to gather information concerning the characteristics of the youth involved and how the foster home was found.

B. Characteristics of Youth

The following table summarizes the characteristics of the 14 youths in respect to age, sex, and ethnicity:

Table # 7: Youth Characteristics

	Male			Female			
Age	Anglo	Negro	Mex-Amer.	Anglo	Negro	Mex-Amer.	Total
16	0	0	1	2	1	0	4
17	3	0	1	4	0	0	8
18	0	0	0	0	0	0	0
19	0	0	0	0	1	1	2
Total	3	0	2	6	2	1	14

Of these 14 youths, 9 had previously received public assistance (8 AFDC, 1 GR) most of them on a relatively short term basis. Social workers stated that only two of the youth had any income. One was in vocational training and received approximately $35.00 per month for training expenses, and the other did occasional baby-sitting. None of the youth was employed on a regular basis.

The next table indicates the level of education of these youth:

Table # 8: Present Level of Education

	9th	10th	11th	12th	Not Attending
Number of Youth	1	2	7	2	2

Of the two youths not attending school, one was in vocational training. The other was scheduled to enter training but left the foster home and did not enroll.

The next table indicates the major reason the youths required foster home placement:

Table # 9: Reasons For Foster Home Placement

	Incompatibility With Parent(s)	Parent(s) Incapacity	Parents Deceased	Parents Deserted	Youth's Request
Number of Youth	5	5	1	1	2

The two instances where the youth requested foster home placement were self-referrals where the youth had not been living with his parent(s).

The final dimension indicates where the youth was living prior to entering placement:

Table # 10: Youth's Residence Prior to Placement

	Own Home	With Relative	With Friend	Live-in Job
Number of Youth	7	1	4	2

C. Homefinding

Although Project 410 was available as a resource for foster home placements during this period, in many cases other alternatives for home-

finding were used. The following table indicates who found the foster homes in the 14 cases under study:

Table # 11: Source of Foster Home

	Project 410	DPW Social Worker	Youth Himself	Church		Total
Number of Youth	4	2	7	1	=	14

In the two instances in which the social workers found homes, Project 410 was consulted but did not have homes available in the relatively rural North County areas where the worker and youth desired that the youth remain. In one of these cases an AFDC recipient family was used on an interim basis. In five instances where the youth found his own home, he was already living in the home at the time the social worker was advised of placement need and agency services in locating a placement were not necessary. In another instance, the youth located a foster home through his church.

The social workers were questioned as to whether they considered these homes certifiable. The following table describes this breakdown:

Table # 12: Certifiable Foster Homes

	Yes	No	Already Certified
Number Certifiable	5	5	4

In respect to the five instances where the homes were not considered certifiable, the social workers indicated the following major reasons for their recommendation: not enough space; emotional instability of foster mother (2); foster mother's employment in evenings; exploitation. Four of the five uncertifiable homes were ones found by the youth themselves. The fifth uncertifiable home was located by the social worker and used on a temporary basis only because of insufficient space.

Of the six foster homes the youths found themselves, four homes were felt by the social workers to be uncertifiable. One other home was certified by the Probation Department. In the last instance, two boys were living in the same foster home that they had found independently of each other. This home was felt to be a certifiable home by both social workers. In two instances of uncertifiable homes, the foster youths had found jobs as live-in help. One of these situations became exploitive and the other one was unsatisfactory due to the mother's evening employment. Subsequently Project 410 homes were found for these girls, and their adjustment in these homes has been satisfactory. The other two girls

in uncertifiable homes were living with family friends who were considered by the social workers to be emotionally unstable and not ideally suitable foster parents. Yet, for these particular girls the worker did not visualize as appropriate the use of a certified home.

D. Summary

In a quarter when the certification and placement referral processes were fully implemented, eight out of fourteen youth moving into non-related homes found the homes themselves rather than with direct referral by departmental staff. The reasons for this pattern are not clear from the study, but problems for the youth involved were evident in that two-thirds of the foster homes found by the youth themselves were judged by the social workers to be uncertifiable. Other placements had to be located subsequently in two instances in order to continue AFDC-BHI payments.

CERTIFICATION REQUIREMENTS

I. Applicant submits a signed application requesting foster home certification.

II. Applicant cooperates with certifying agency regarding office interviews and home visits necessary for the processing of the application.

III. Applicant understands that a health examination and/or chest x-ray will be required if a health condition exists which might adversely affect youth in foster care.

IV. Applicant permits fingerprints to be taken for the purpose of obtaining a criminal record clearance.

V. Applicant agrees to allow inspection of the home by the Health and/or Fire Departments if considered necessary for the welfare of youth in foster care.

VI. Applicant agrees to placement supervision and consultation services provided by the agency.

VII. Applicant supplies three (3) personal references and agrees to agency contact with these individuals.

VIII. Applicant agrees to assist and encourage youth in respect to educational, vocational and training activities and goals.

IX. The applicant agrees to keep a register of date of admission, date of termintation and rate paid for each youth placed in his care.

X. Applicant agrees that, as a foster parent, he will notify the agency of any change in family composition and of change of address.

XI. Applicant substantially meets agency standards as set forth below:

A. The physical aspects of the home reflect reasonable adherence to health and safety regulations.

B. The home is adequate in size and furnishings to comfortably accommodate each individual.

C. The capabilities of the foster parent, the composition of the household and the available accommodations are considerations in respect to determining the most appropriate placements.

D. The foster parent has not been convicted of a felony that would be deemed dangerous to the welfare of youth.

E. Food served in the home is nutritional and is properly stored and prepared.

F. The foster parent has the ability and desire to provide suitable care and guidance for older children.

G. The foster parent indicates understanding and awareness of youths' needs and how they can be met.

H. The foster parent reflects mature attitudes and behavior patterns which provide a stable and healthy emotional climate in the home.

I. Discipline is reasonable, consistent and without use of corporal punishment.

J. Youths are allowed freedom of religious choice.

K. The foster parent allows reasonable visitation by natural parents as agreed to by foster parent, natural parent and supervising agency.

L. The foster parent allows youth to dispose of earned income in accordance with current agency regulations regarding the earned income of minors.

M. The foster parent encourages and assists youth to participate in the social and recreational life of the community.

N. The foster parent acknowledges the agency's role in youth's life and cooperates with the agency in planning for and with the youths.

O. The foster parent participates, as far as is reasonably possible, in professional consultations and training meetings that the agency feels would benefit the foster parent and youth.